

Developmental Disabilities Administration

Evelyn Perez, Assistant Secretary

2013 – 2015

Cultural Competence Action Plan

July 2014



VISION

We envision:

Supporting individuals to live in, contribute to, and participate in their communities;

Continually improving supports to families of both children and adults;

Individualizing supports that will empower individuals with developmental disabilities to realize their greatest potential;

Building support plans based on the needs and the strengths of the individual and the family;

Engaging individuals, families, local service providers, communities, governmental partners and other stakeholders to continually improve our system of supports.

MISSION

To transform lives by promoting choice, independence and safety through innovative services

VALUES

Respect gained through positive recognition of the importance of all individuals;

Person-Centered Planning to support each person to reach his or her full potential;

Partnerships between DDA and clients, families and providers in order to develop, and sustain supports and services that are needed and desired;

Community Participation by empowering individuals with developmental disabilities to be part of the workforce contributing members of society; and

Innovation to create services and supports that meet the needs of those individuals DDA serves.





Introduction

About Us

The Department of Social and Health Services Developmental Disabilities Administration (DDA) is an administration that believe the system of **supports** for people with developmental disabilities needs to meet more of the significant and growing unmet need.

We will respond to the shift in **consumer** preferences toward community integration and self-direction.

We will support individuals to live in, contribute to, and participate in their **communities** as much as possible.

We will rely on and support **shared responsibility** with families to help people with disabilities remain in their home communities. Not only is that the direction preferred by most families and consumers, but it makes the most efficient use of resources.

We envision:

- Steady investment in locally available options that help people live, work, and thrive.
- Improved supports to families of both children and adults.
- Individualized supports directed by consumers that allow them to make choices and realize their greatest potential.
- Building service plans based on individual needs and the strengths of the individual and family.
- Addressing the needs of people with disabilities and their families as their lives change - recognizing that most families continue to provide supports to their family member with disabilities through adulthood and these families are aging.
- Sharing the expertise and resources currently at Residential Habilitation Centers for future community needs.

We are successful if people with developmental disabilities:

- Are healthy and safe,
- Have choices in their lives and services,
- Experience respect, every day relationships, competence, and
- Are involved in their communities.

We will:

- Engage communities, local service providers, partners, and other stakeholders.
- Listen to focus groups of individuals with disabilities and families who will tell us what elements need to be enhanced in the system of supports to meet their needs.
- Continue to build a system of supports based on **our commitment** with the resources available.



The goals and objectives discussed in the DDA Cultural Competence (CC) Action Plan will assist the DDA programs to adhere to Culturally and Linguistically Appropriate Services (CLAS) standards and to identify strengths and gaps that may have been caused by changes in the makeup of the administration. The plan consists of analyzing and measuring the administration's abilities and addresses any deficiencies. The updated action plan will set clear, timely and attainable goals to help DDA continually strive to achieve culturally and linguistically appropriate workforce and service delivery.

Beginning in 2014, DSHS is conducting an ongoing series of Leadership Excellence Workshops that include participation from Assistant Secretaries to Office Chief level supervisors statewide. These leadership workshops include a cultural competence component to inform and assist DSHS Leadership in promoting a diverse workforce educated in cultural sensitivity.

DDA will implement the DDA Supervisor Leadership Academy for DDA frontline supervisors in the fall 2014. The DDA Supervisor Leadership Academy includes a specific component on Cultural Competence. The purpose of the DDA Academy for supervisors is to prepare DDA leaders who can guide the administration through challenges and opportunities as we enhance our presence as one of the nation's leader in service systems for developmental disabilities and to build cultural competence in the field staff reporting to them.

Goals

Review Cultural Competence Practices and Accountability Measures

Objective: Continue to collect client and staff diversity data to better understand the administration's demographics annually in order to build a diverse workforce reflective of our client base.

Action Step: Establish a continual review of the Department's Research and Data Analysis Unit (RDA) data on DDA staff and client demographics. The data analysis will assist with development and review of new and current trainings and policies for cultural competence. The analysis will also help in reaching DDA's Affirmative Action goals in hiring people with disabilities and staff who are bilingual.

Target: Last year's review was done in November of 2012. The next review will be done November 2014.

Objective: Use the results of the Cultural Competence self-assessment tool for employees to assist employees to understand the relevance of Cultural Competence in their respective work environments. Encourage staff statewide to become active in creating their own self-assessment tools for their own offices.

Action Step: Continue to work with the Office of Diversity and Inclusion and DSHS Research and Data Analysis (RDA) to develop the next DSHS Cultural Competence Employee Survey for all



DSHS employees. DDA, along with the other DSHS administration, will analyze the results to determine common issues employees have in relation to diversity and cultural competence.

Indicators of Progress: Aging and Disabilities Services (ADS) created a self-assessment tool that was used in August of 2013. The results gave insights to what DDA staff thought regarding whether we have culturally and linguistically appropriate services. The results indicated more training needed to happen, especially for new employees to inform them about DSHS and DDA policies for providing effective communication.

Target: Beginning in the spring of 2014 through the end of December 2015.

Objective: Conduct a new inventory of the major existing and any new programs, trainings, and services for cultural relevance using the finalized self-assessment tool for programs and services on an ongoing basis.

Action Step: DDA reviewed current employee and client demographics and determined that a goal of training all workers to cultural relevance is needed. Core training is a required training for all new DDA case resource managers. Beginning June 2014, and continuing four times annually, Core training includes in its components Government to Government relations, including cultural competence information, provided by Office of Indian Policy. The purpose of the training is to acquaint new case managers with the relationship between governments related to Tribes of Washington. OIP is preparing a desk manual including all Tribes of Washington, for use with all DDA employees.

Indicators of Progress:

DDA implemented and manages the site [American Indians and Alaska Natives](#) and it includes a link to Office of Indian Policy on DDA home page with information on Washington Tribes for all DDA employees. Implement occurred on March 2014.

Target: January of 2016

DDA commits to explore the curricula described below and used by HCS for applicability for use with DDA employees.

Indicators of Progress: By October 2014, DDA will explore the current Home and Community Services (HCS) CORE training that is a required training for all HCS/AAA social workers, case managers, community nurse consultants, and supervisors. There are three CORE units, two of which are conducted online. CORE Unit 2, “Multicultural Competence & Diversity Issues in Service Delivery” is a three-day event conducted as an in-person, classroom training. The curriculum addresses attitudes toward service delivery for populations from the Republics of the former Soviet Union, as well as Asian, Pacific Islander, African American, Native American and Latino/Hispanic people. In addition, the training teaches staff how to use interpreter



services and discusses service delivery needs that may be unique to Gay, Lesbian, Bisexual and Transgender People.

Other trainings ALTSA uses are designed to promote respect and awareness leading to a successful work environment: Providing Effective Communication and Understanding Disability Issues, Motivational Interviewing and Diversity eLearning.

Action Step: DDA program managers will jointly create a workgroup to develop a self-assessment tool for programs and services to identify what changes need to be made to current programs, services and automated systems such as CARE, online case manager training, and other mandated training, for culturally and linguistically competent processes and awareness.

Target: Development of self-assessment tool by December 31, 2015

Identification of changes to be made by December 31, 2016

Indicators of progress: Most of the CARE document templates have been translated into close to 50 languages. The Department of Enterprise Services interpreter and translation contracts are either currently in place or are in the process of being sent out for competitive bid.

New contracts for Captioning, CART and Sign Language services have been established.

Objective: DDA will inventory current facilities and review for physical access for the general public, clients of DDA and staff with disabilities.

Action Step - Facilities managers for DDA offices will review current facilities and offices regarding ADA access for individuals with physical and sensory disabilities in reception and visitation areas.

Target – September 2015

Goals

Building Community Partnerships

Objective: DDA will develop or use current committees to promote cultural competence within programs and services, with representation from different cultural communities in their service areas.

Action Step: DDA regional staff will inform Headquarters of culturally competent best practices currently occurring in the field to be shared to all DDA staff in communications online.

Indicator of Progress: ODHHS has developed training for ALTSA employees. Employees can register to take the DSHS ALTSA HCS – Basic Introduction to Deaf Awareness/Culture Training



class available at: <https://lms.dshs.wa.gov>. This class is offered to all DSHS employees through the Learning Management System available on each employee's desktop.

Indicators of progress: ALTSA and DDA, in an effort to build positive relations with the Tribes and to provide quality services to Tribal members who are elders and people with disabilities, and regional Tribal governments finalize a Tribal Desk Manual in each region of the state. This desk manual is designed for use by financial workers, social workers/case managers and Adult Protective Service staff. Region 2 has completed their Tribal Desk Manual. The other two regions are in process of working with the AAAs and Tribal governments in their areas.

Target: Tribal Desk Manuals for Regions 1 and 3 available by April 2015.

Indicator of Progress: DDA increases its efforts to build positive relationships by formally participating in Indian Policy Advisory Committee, by formally designating a DDA representative to attend the monthly DSHS IPAC Subcommittee meetings. DDA posts the subcommittee minutes on the web site [American Indians and Alaska Natives](#). DDA representative informs the DDA Tribal liaisons in the field by circulating the minutes and apprising of any actions in the local regional offices. Regional 7.01 plans and training occur annually.

Action Step – DDA requests to work with HCS and RCS in the coming biennium with the Northwest LGBT Senior Care Providers Network and the Office of Diversity and Inclusion to update DSHS-approved LGBT Cultural Competency Training for caregivers and health care providers to include transgender health issues. The expanded training will address immigrant care providers who may be starting from a different perspective in terms of understanding LGBT people who may have their own belief system, religion or cultural background.

Action Step: DDA, HCS, RCS, Long-Term Care Ombudsman, the Northwest LGBT Senior Care Providers Network and others in the Aging Network will work together to offer a statewide LGBT Aging Summit for spring of 2016.

Target: Update on LGBT training by May 30, 2015
Planning on LGBT Aging Summit for May 2016

Goals **Ensure Language Access**

Objective: Increase language access for all programs and services in the administration.

Action Step: DDA will work with HCS to provide revised training to newly-employed case management staff regarding how to provide effective communication to all applicants, clients and their families regarding current programs and services provided. The training will address the correct use of face-to-face, telephonic and sign language interpreter services and when it is



appropriate to translate documents. The training will also reflect any changes in the Collective Bargaining Agreement for the interpreter's union.

Target: The first trainings were offered to Home and Community Services and Area Agencies on Aging staff in May of 2014 and will be conducted seven times per year on an ongoing basis.

Objective: All programs of DDA will continually identify and provide culturally appropriate public relations materials outlining services to culturally diverse communities, including materials in alternative formats and translated in languages reflected in Washington communities. The divisions will need access to state expertise and resources including the DSHS Office of Diversity and Inclusion, Commission on African American Affairs, Commission on Asian Pacific American Affairs, Commission on Hispanic Affairs to review brochures and publications and identify other nonprofit organizations who serve individuals from different racial and ethnic backgrounds.

Indicators of Progress: DDA actively follows and participates with the HCS Training, Communications and Development Unit identified current ALISA publication materials during the last fiscal year for translations into the eight primary languages and is posted on line - <http://www.alisa.dshs.wa.gov/Library/publications/>. The unit also identified nurse delegation training to be translated in languages where providers were limited-English speaking. These materials were translated in the spring of 2014.

Action Step: ODHH reviews brochures and publications to ensure they are culturally and linguistically appropriate before dissemination to the general public. DDA follows progress for applicability to any DDA brochures.

Action Step: ODHH will increase the number of assistive listening systems statewide. DDA follows progress for applicability to any DDA products and practices.

Indicators of Progress: ODHH recently completed a 2-year pilot project testing the installation of induction loops in two DSHS Community Services Offices. Induction loops are a cable, either within a piece of equipment or installed around an entire room. The cable creates a magnetic field that is picked up by the coil inside cochlear implants and hearing aids which amplifies sound. Because of the success of the pilot project, ODHH is now promoting the use of induction loops in DSHS Community Services Offices throughout the state. ODHH has also purchased Counter Loops for the regional service centers in Seattle, Tacoma, Bellingham, Vancouver, Pasco and Spokane. These are compact, close-proximity, local loop system units used in one-on-one meetings. ODHH is educating clients and advocates on using this equipment in each office.

Target: Increase the number of DSHS offices with assistive listening systems from 4 to 40 by December of 2015.



Action Step: RCS and APS will review current trainings to address cultural and linguistic appropriateness. DDA follows the progress for any changes that can be made in DDA practices, protocol and activities.

Target: April 30, 2015

